



Curriculum Map- Scope and Sequence: English 10

Saddlebrook Preparatory School

Purpose of Planning	Unit One Q1, W1-4	Unit Two Q1, W 5-8	Unit Three Q1, W9 through Q2,W10	Unit Four Q2 W11-14	Unit Five Q2, W16-18
Unit Topic and Overview:	Fiction: The Long and Short of It— <i>Discovery...</i> <i>How do we tell stories?</i> <i>What can writers do to keep their audience interested in their writing?</i>	Mood, Symbolism/Allegory: Edgar Allan Poe <i>Discovery...</i> <i>How do some people use money and power to try to avoid the upsetting realities of life-realities that we all must face?</i>	Research Topic: Abstract Nouns <i>Discovery...</i> <i>Where is the information I need? Why do research?</i>	Love & Deception: <i>Cyrano de Bergerac</i> by Edmund Rostand <i>Discovery...</i> <i>What are the different types of love (physical, spiritual, mental and emotional) and how do the main characters exemplify these differences?</i>	Informational Writing: Beauty Vs. Disfigurement <i>Discovery...</i> <i>How is beauty defined?</i> <i>How do we build self-image? What happens when we judge a book by its cover?</i> <i>How far is too far when it comes to body morphication?</i>



Curriculum Map- Scope and Sequence: English 10

Saddlebrook Preparatory School

<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> • Reading and analyzing literature/short stories and texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn • Elements of short stories such as: <ul style="list-style-type: none"> -tone -mood -imagery -theme -motif -symbol • Analyzing texts to examine: <ul style="list-style-type: none"> -craft and structure -elements of literature -arguments / claims -influence of culture and setting on language -personal critical and aesthetic response 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> • Analyzing how historical context shapes a work of literature. • The Black Plague • Life & struggles of E.A. Poe • Basic understanding of symbolism 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> • Gathering and analyzing materials for research purposes • Credible sources vs. non-credible sources <p>MLA formatting The writing process</p> <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing <ul style="list-style-type: none"> • MLA Formatting & Microsoft Word • Understanding genres & modes of writing for different purposes & audiences <p>Writing in Standard American English & avoid use of slang</p>	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> • Analyzing how historical context shapes a work of literature. • Realism & Romanticism • The French Revolution • Brief history of Edmund Rostand (the author) • 3 Types of Irony • Figurative Language Elements 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> • Research Methods • Gathering and analyzing materials • MLA formatting • Credible sources vs. non-credible sources • Researching information from electronic journal databases
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Saddlebrook Preparatory School

Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> How does reading make us better writers? How can we demonstrate our understanding of short stories through writing? How can effective word choice improve our writing? 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> How is the gothic tradition reflected in literature? What is the symbolism of at least ONE of the rooms in the castellated abbey? Dissect the meaning through use of contextual examples & thorough analysis. Explain how ONE of the symbols in the story relate to Edgar Allan Poe's real life. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> What is the difference between a broad overview and a specific focus? How do we determine what sources are credible vs. which sources are not? What strategies can I follow to avoid plagiarism? 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> What are Naturalism and Modernism in literature and how do they differ from Romanticism? How did "Cyrano de Bergerac" create a resurgence of Romanticism in French Literature? What are the basic elements of theater and how does it help to convey this story through the stage rather than in a novel? 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> How do we form and shape our identities? In a culture where we are bombarded with ideas and images of "what we should be," how does one form an identity that remains true and authentic for her/himself? 	
	<p><u>Unit Goals--Students should be able to:</u></p> <ul style="list-style-type: none"> Identify and analyze themes in prose and provide evidence from the text to support understanding. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction. Apply different analytic techniques to literature and present through a formal journal Mimic stylistic writing choices and syntax/diction choices made by authors into their own writing responses 	<p><u>Unit Goals--Students should be able to:</u></p> <ul style="list-style-type: none"> Demonstrate knowledge of the elements of a short story. Identify allegory and symbol within text. Cite textual evidence from story to infer meaning from allegories and symbols determine credibility and reliability in a text. 	<p><u>Unit Goals--Students should be able to:</u></p> <ul style="list-style-type: none"> Demonstrate the ability to use research tools Develop writing skills Develop critical thinking skills Learn writing styles: research & persuasive Read, analyze, and evaluate different information Use a variety of research resources and investigative techniques Develop & demonstrate writing style: argument 	<p><u>Unit Goals--Students should be able to:</u></p> <ul style="list-style-type: none"> Identify the struggles of literary characters dealing with body image and self worth & analyze how culture, society, and environment impact self image and body image Analyze the use and effectiveness of character foil within the play Examine the relationships of characters and evaluate how their internal vs. external conflicts affect decisions they make within the play Develop theories on the signs of insecurity for characters within the play and predict how these insecurities affect the play as a whole 	<p><u>Unit Goals--Students should be able to:</u></p> <ul style="list-style-type: none"> Synthesize prior knowledge to content by responding to prompts in a reflective journal The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning Analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections pre-write by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests Revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas 	
				<p>Collect, compile, and use well-organized notes in the research process</p>		



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
English 10

<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u> Literature Grade 10 Textbook, Holt McDougal 2012</p> <p><u>Literary Texts:</u></p> <ul style="list-style-type: none"> • "Harrison Bergeron" by Kurt Vonnegut Jr. • "The Possibility Evil" by Shirley Jackson • "A Marriage Proposal" Anton Chekhov • "Two Friends" by Guy Maupassant • "Marriage is a Private Affair" by Chinua Achebe • "The Acts of King Arthur & His Noble Nights" by John Steinbeck <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction & Informational Texts/Articles/Journals 	<p><u>Anchor Text:</u> Literature Grade 10 Textbook, Holt McDougal 2012</p> <p><u>Literary Text:</u> "Masque of the Red Death" by Edgar Allan Poe</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • "The Pit and the Pendulum" by Edgar Allan Poe' • Nonfiction/Informational Texts/Articles 	<p><u>Anchor Text:</u> Literature Grade 10 Textbook, Holt McDougal 2012—Chapter 12.</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction & Informational Texts/Articles • Multiple Examples of Essays from both published authors & former students 	<p><u>Anchor Text:</u> <i>Cyrano de Bergerac</i> by Edmund Rostand</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • "Good Country People" by Flannery O'Connor • Nonfiction & Informational Texts/Articles - "Beauty At What Cost" by Michele Orecklin - "Mirror, Mirror On the Wall" by John Leo • Poetry: - "We Wear the Mask" by Paul Laurence Dunbar • Short Story: - "Appointment with Love" by S.I. Kishor - "The Snow Goose" by Paul Gallico • Student Analysis Example: - "Can Human Beauty Be Defined" by Hally Z. 	<p><u>Anchor Text:</u> Literature Grade 10 Textbook, Holt McDougal 2012</p> <p><u>Supplemental Texts</u></p> <ul style="list-style-type: none"> • Excerpt from <i>The Bluest Eye</i> by Toni Morrison • Nonfiction & Informational Texts/Articles "Beauty and Body Image in the Media" from The Media Awareness Network "The Media Assault on Male Body Image" from Seed Magazine • Songs: - "Ugly" by Sugababes - "I Am Not My Hair" by India Arie - "Crazy" by Simple Plan - "Beautiful" by Christina Aguilera - "32 Flavors" by Ani Difranto - "Unwritten" by Natasha Bedingfield
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Saddlebrook Preparatory School

<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ The Onion: A Collection of Satire <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Student Animation Video ➤ Poe's Theory of Writing Resources for Masque of the Red Death <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Citation Machine ➤ EasyBib.com ← Both sites are excellent tools to help with building bibliography pages <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ A Girl Like Me ➤ Race Doll Test ➤ Dove Campaign for Real Beauty: Male Evolution ➤ Dove Campaign For Real Beauty: Female Evolution ➤ Short Selected Scenes from <i>Penelope</i> (Film 2008) <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Beauty Pressure from the Media ➤ The Power of Photoshop: Before & After ➤ Celebrity Mash-up ➤ Air-brushed Celebrity Photos: Before and After ➤ Botched on E! ➤ MTV's <i>I Want a Famous Face</i> <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD
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Saddlebrook Preparatory School

<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process
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Curriculum Map- Scope and Sequence: English 10

Saddlebrook Preparatory School

Assessments: *Types and Measurements of Mastery	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips <u>Formal Assessment:</u> ✓ Mysterious Place Mood/Atmosphere Writing Response ✓ The Perfect (Blank)—Descriptive Writing Response ✓ Short Story Unit Exam	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips <u>Formal Assessment:</u> ✓ Literary Analysis Essay Response of Poe’s Allegory Effectiveness through the use of symbols & color archetypes	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips <u>Formal Assessment:</u> ✓ Final/Polished Research Essay: Defining Abstract Nouns Using Multiple Resource Types	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips <u>Formal Assessment:</u> ✓ Unit Exam ✓ Symbolic & Contextual Evidence Breakdown for Acts 1-5 ✓ Graphic Novel Project for 1 Act of the Play ✓ Hyperbole Writing: Exaggeration Brag	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips, multiple rough drafts <u>Formal Assessment:</u> • Final/Polished Disfigurement Research Essay: Choose one of the following fictional or realistic figures listed, then research information about the person’s disfigurement, issues surrounding disability
Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	<u>Fighting Fire with Satire:</u> Analyze a satirical or “fake” news source. <u>Subject areas linked:</u> Journalism & Mass Media	Analysis & critique of “Masque of the Red Death by Crimson Glory (American Rock Band) <u>Subject areas linked:</u> Music	Personification of Abstract Qualities into “Real” People <u>Subject areas linked:</u> Art, Music, Psychology	Paper Chain Foil Characters with Historical Counterparts Mini-Project <u>Subject areas linked:</u> History/Social Sciences	Essay extension: tri-fold brochure including advertising on how to overcome body-image obstacles <u>Subject areas linked:</u> Psychology, Health & Fitness



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Saddlebrook Preparatory School

<p style="text-align: center;">Honors Course Differentiation(s):</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>
<p style="text-align: center;">Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>CCSS ELA- CCR for Reading 1-9 CCSS ELA- Lit RL9-10.1 CCSS ELA- Lit RL9-10.2 CCSS ELA- Lit RL9-10.3 CCSS ELA- Lit RL9-10.4 CCSS ELA- Lit RL.9-10.5 CCSS ELA- Lit RL.9-10.6 CCSS ELA- Lit RL.9-10.7 CCSS ELA- Lit RL.9-10.10 CCSS ELA- CCRR for Lang 1-6 CCSS ELA- Language L9-10.1.b CCSS ELA- Language L9-10.2 CCSS ELA- Language L.9-10.3 CCSS ELA- Language L9-10.3.a CCSS ELA- Language L9-10.4 CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.c&d CCSS ELA- Language L9-10.5.a&b CCSS ELA- Language L.9-10.6</p>	<p>CCSS ELA- CCR for Reading 1-9 CCSS ELA- Lit RL9-10.1 CCSS ELA- Lit RL9-10.2 CCSS ELA- Lit RL9-10.3 CCSS ELA- Lit RL9-10.4 CCSS ELA- Lit RL.9-10.5 CCSS ELA- Lit RL.9-10.6 CCSS ELA- Lit RL.9-10.7 CCSS ELA- Lit RL.9-10.10 CCSS ELA- CCRR for Lang 1-6 CCSS ELA- Language L9-10.1.b CCSS ELA- Language L9-10.2 CCSS ELA- Language L.9-10.3 CCSS ELA- Language L9-10.3.a CCSS ELA- Language L9-10.4 CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.c&d CCSS ELA- Language L9-10.5.a&b CCSS ELA- Language L.9-10.6</p>	<p>CCSS ELA- CCR for Reading 1-9 CCSS ELA- Lit RL9-10.1 CCSS ELA- Lit RL9-10.2 CCSS ELA- Lit RL9-10.3 CCSS ELA- Lit RL9-10.4 CCSS ELA- Lit RL9-10.5 CCSS ELA- Lit RL9-10.6 CCSS ELA- Lit RL9-10.7 CCSS ELA- Lit RL9-10.9 CCSS ELA- Lit RL.9-10.10 CCSS ELA- Language L9-10.1 CCSS ELA- Language L.9-101.b CCSS ELA- Language L9-10.2 CCSS ELA- Language L9-102.a CCSS ELA- Language L9-102.b CCSS ELA- Language L9-10.2.c CCSS ELA- Language L9-10.3 CCSS ELA- Language L9-10.3.a</p>	<p>CCSS ELA- CCR for Reading 1-9 CCSS ELA- Lit RL9-10.1 CCSS ELA- Lit RL9-10.2 CCSS ELA- Lit RL9-10.3 CCSS ELA- Lit RL9-10.4 CCSS ELA- Lit RL.9-10.5 CCSS ELA- Lit RL.9-10.6 CCSS ELA- Lit RL.9-10.7 CCSS ELA- Lit RL.9-10.10 CCSS ELA- CCRR for Lang 1-6 CCSS ELA- Language L9-10.1.b CCSS ELA- Language L9-10.2 CCSS ELA- Language L.9-10.3 CCSS ELA- Language L9-10.3.a CCSS ELA- Language L9-10.4 CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.c&d CCSS ELA- Language L9-10.5.a&b CCSS ELA- Language L.9-10.6</p>	<p>CCSS ELA- CCR for Reading 1-9 CCSS ELA- Lit RL9-10.1 CCSS ELA- Lit RL9-10.2 CCSS ELA- Lit RL9-10.3 CCSS ELA- Lit RL9-10.4 CCSS ELA- Lit RL.9-10.5 CCSS ELA- Lit RL.9-10.6 CCSS ELA- Lit RL.9-10.7 CCSS ELA- Lit RL.9-10.10 CCSS ELA- CCRR for Lang 1-6 CCSS ELA- Language L9-10.1.b CCSS ELA- Language L9-10.2 CCSS ELA- Language L.9-10.3 CCSS ELA- Language L9-10.3.a CCSS ELA- Language L9-10.4 CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.c&d CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.c&d CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.c&d CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.a CCSS ELA- Language L9-10.4.c&d CCSS ELA- Language L9-10.4.c&d CCSS ELA- Language L9-10.5.a&b CCSS ELA- Language L.9-10.6</p>



Curriculum Map- Scope and Sequence: English 10

Saddlebrook Preparatory School

<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>	<p>CCSS ELA- Writing W9-10.1.a-e CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.2.f CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 9-10, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



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Saddlebrook Preparatory School

Purpose of Planning	Unit Six Q3, W10-14	Unit Seven Q3, W15 through Q4 W19	Unit Eight Q4, W20-25	Unit Nine Q4, W6-9 (If Time Permits)	
Unit Topic and Overview:	The Art of Rhetoric: Argument, Rhetorical Devices, Propaganda, & Persuasion	Shakespearean Drama: <i>The Tragedy of Julius Caesar</i> <i>Discovery...</i> <i>When does ambition lead to tragedy?</i>	Novel Unit: <i>To Kill a Mockingbird</i>	Exploring Magical Realism Kafka's <i>The Metamorphosis</i> <i>Discovery: What do people need to be happy? Does modern life support those needs, or work against them?</i>	
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<u>Students should have a basic understanding of:</u> <ul style="list-style-type: none"> • Persuasive Triangle - Ethos - Logos - Pathos • Basic understanding of the use of propaganda & examples • Basic understanding of syntax methods for effective speeches 	<u>Students should understand background knowledge regarding:</u> <ul style="list-style-type: none"> • The History of Rome • Brief introduction to William Shakespeare • Rhetoric, Argumentation, Propaganda & Persuasion Techniques 	<u>Students should understand background knowledge regarding:</u> <ul style="list-style-type: none"> • Historical Context of the Great Depression & WW2/Post WW2 • Jim Crow Laws • Brief introduction to Harper Lee—why she wrote <i>TKAM</i> • Brown vs. Board of Education • Desegregation Implementation 	<u>Students should understand background knowledge regarding:</u> <ul style="list-style-type: none"> • Existentialism, Absurdism, Modernism • Franz Kafka & his family relationships • Historical Context of Austria/Hungary during the early 1900s • Understanding of theme and how it is developed in a piece of literature 	



Curriculum Map- Scope and Sequence: English 10

Saddlebrook Preparatory School

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How have people, both in our past and present, successfully brought about change through persuasion?</i> 2. <i>How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?</i> 3. <i>What is the effect of advertising in our world?</i> 4. <i>What is rhetoric (both effective and ineffective)?</i> 5. <i>Why is it important to think about both the ways in which we use language and the ways in which others use language?</i> <p><u>Unit Goals—Students should be able to:</u></p> <ol style="list-style-type: none"> 1. Students will understand the depth and breadth of rhetoric 2. Students will understand that thinking critically can help decode a text 3. Students will understand the creativity involved in crafting something persuasive 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>When and how should someone be forgiven?</i> 2. <i>To what extent does what one sees determine what one knows?</i> 3. <i>What motivates mankind to act?</i> 4. <i>What creates a friendship?</i> <p><u>Unit Goals—Students should be able to:</u></p> <ul style="list-style-type: none"> • Identify characteristics of Shakespearean tragedy, including tragic hero & tragic flaw • Analyze complex characters & their interactions with others • Identify & analyze dramatic irony and rhetorical devices • Determine a theme and analyze it's development • Read & comprehend Shakespearean drama • Draw conclusions; cite contextual evidence • Write an argument, develop & strengthen counterclaims • Use phrases & clauses to link major selections of text 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How can prejudice and superstition lead to injustice?</i> 2. <i>What responsibility do individuals have to protect the innocent?</i> 3. <i>What happens when people fear what they do not understand?</i> <p><u>Unit Goals—Students should be able to:</u></p> <ul style="list-style-type: none"> • Explore the history and perspective of African Americans in the South through analysis of historical and literary primary source photographs and documents; • Distinguish points of view in several types of primary sources; • Demonstrate the technique of recording oral histories • Write creative works that reflect the themes of racism, compassion, and tolerance in <i>To Kill a Mockingbird</i>. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What are the qualities that make someone "human"? Can a non-human be human? Can a human be inhumane? Explain.</i> 2. <i>How does a sense of responsibility toward family, culture, or society affect the way people lead their lives?</i> <p><u>Unit Goals—Students should be able to:</u></p> <ul style="list-style-type: none"> • Analyze how authors use and change source material to develop modern works of literature • Identify and analyze how authors use texts to comment on society • Analyze interconnectedness of texts over time and space as they study how authors transform source material • Understand the style and characteristics of magical realism • Dissect the thought processes on why/how many critics disagree about what exactly qualifies as "magical realism"
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Saddlebrook Preparatory School

<p style="text-align: center;">Anchor Text and Supplemental Texts</p> <p>*Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u> Literature Grade 10 Textbook, Holt McDougal 2012</p> <p><u>Speech Texts:</u> -Pearl Harbor Address to the Nation from F.D.R -“I Have a Dream” from MLK Jr. -Address to a Joint Session of Congress & The American People from Former President G.W. Bush</p> <p><u>Supplemental Texts:</u> -2013 Inaugural Adress from President Obama -Additional current speeches for 2016 Presidential Presidential Race</p>	<p><u>Anchor Text:</u> Literature Grade 10 Textbook, Holt McDougal 2012</p> <p><u>Literary Text:</u> <i>The Tragedy of Julius Caesar</i> by William Shakespeare</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • <i>Antony & Cleopatra</i> by William Shakespeare • <i>Plutarch's Lives, Vol. II</i> by Plutarch • <i>The Ides of March</i> by Thornton Wilder • <i>The October Horse</i> by Colleen McCullough <p><i>Assassinations: History's Most Shocking Moments of Murder, Betrayal, and Madness</i> by R.G. Grant</p>	<p><u>Anchor Text:</u> <i>To Kill a Mockingbird</i> by Harper Lee</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Short Story: -“Thank You Ma’am” by Langston Hughes • Poetry: -“You’ve Got to be Taught” by Oscar Hammerstein -“Ode to a Mockingbird” by Rita P. Hestand -“The Cold Within” by James Patrick Kinney • Excerpts from <i>Go Set a Watchman</i> by Harper Lee • “Daddy Doll Under the Bed” by Erma Bombeck • “World Take My Son By the Hand” (newspaper clipping from 1970) 	<p><u>Anchor Text:</u> <i>The Metamorphosis</i> by Franz Kafka</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • “The Transformation of Arachne into a Spider” from <i>Metamorphoses</i> by Ovid • “Sestina” by Elizabeth Bishop • “Ode to Sadness” by Pablo Neruda • “The Nose” by Nikolai Gogol • “A Very Old Man With Enormous Wings” by Gabriel Garcia Marquez • “Nothing But Death” by Pablo Neruda •
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Curriculum Map- Scope and Sequence: English 10

Saddlebrook Preparatory School

<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Armageddon Speech Scene ➤ What Bill Clinton Wrote vs. What Bill Clinton Said <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ New Emperor Campaign Project on Glogster <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Song “Back When” by Tim McGraw ➤ “I Ain’t A Woman” Audio Recording from Maya Angelou ➤ Historical Context from The Library of Congress ➤ List of Urban Legends <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Audio Resource ➤ Magical Realism Is Still Realism from Salman Rushdie ➤ Art Piece: Roots by Frida Kahlo <p>Standard Multimedia: Powerpoint Notes on class website</p> <ul style="list-style-type: none"> • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD
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Curriculum Map- Scope and Sequence: English 10

Saddlebrook Preparatory School

Instructional Practices: * Various Instructional Modalities, including Technology used	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Bellwork •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	
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Saddlebrook Preparatory School

Assessments: *Types and Measurements of Mastery	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips <u>Formal Assessment:</u> ✓ Quizzes ✓ Rhetoric Unit Application-- Democratic Overthrow Dialogue ✓ Unit Exam	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips <u>Formal Assessment:</u> ✓ Quizzes ✓ Unit Exam ✓ Thematic Poetry/Song Search ✓ Campaign for a new President ✓ Literary Device Journal (TBD...)	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips <u>Formal Assessment:</u> ✓ Chapter Quizzes ✓ Unit Exam ✓ Envelope Close Reading Journal ✓ "Where I'm From" poems—Character Perspective ✓ Town Poem/Found Poem ✓ Editorial response to oral history interview	<u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips <u>Formal Assessment:</u> ✓ Quizzes ✓ Unit Exam ✓ Essay: Drawing & Transforming Myth	
Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	Create a defense for/against a historical outlaw/criminal using rhetoric, persuasive devices, and propaganda. <u>Subject areas linked:</u> History, Law, Criminology	Create a professional resume for William Shakespeare OR Stage a press conference between one character & a reporter <u>Subject areas linked:</u> Historical Context, Technology, Journalism	Create a recipe book for some of the many Southern dishes mentioned in the novel. OR Create a menu for Aunt Alexandra's social hour OR Prepare legal/technical documents (From the view of Atticus regarding Tom Robinson) <u>Subject areas linked:</u> Health & Nutrition/Criminology	Create a newspaper front page for the events in the story. Use different types of stories from all sections of a newspaper, but include them on the first page. <u>Subject areas linked:</u> Journalism & Mass Media	



Curriculum Map- Scope and Sequence: English 10

Saddlebrook Preparatory School

Honors Course Differentiation(s):	Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.	Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.	Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.	Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.	
Integrated Common Core or NGSSS Standards (List): *See Below for Links	<p>CCSS ELA- CCR for Reading 1-9</p> <p>CCSS ELA- Lit RL9-10.1</p> <p>CCSS ELA- Lit RL9-10.2</p> <p>CCSS ELA- Lit RL9-10.3</p> <p>CCSS ELA- Lit RL9-10.4</p> <p>CCSS ELA- Lit RL.9-10.5</p> <p>CCSS ELA- Lit RL.9-10.6</p> <p>CCSS ELA- Lit RL.9-10.7</p> <p>CCSS ELA- Lit RL.9-10.9</p> <p>CCSS ELA- Lit RL9-10.10</p> <p>CCSS ELA- InfoTxt RI9-10.1</p> <p>CCSS ELA- InfoTxt RI9-10.2</p> <p>CCSS ELA- InfoTxt RI9-10.3</p> <p>CCSS ELA- InfoTxt RI9-10.4</p> <p>CCSS ELA- InfoTxt RI9-10.5</p> <p>CCSS ELA- InfoTxt RI9-10.6</p> <p>CCSS ELA- InfoTxt RI9-10.7</p> <p>CCSS ELA- InfoTxt RI9-10.8</p> <p>CCSS ELA- InfoTxt RI9-10.9</p> <p>CCSS ELA- InfoTxt RI9-10.10</p> <p>CCSS ELA- CCRR for Lang 1-6</p> <p>CCSS ELA- Language L9-10.1</p> <p>CCSS ELA- Language L9-10.1.a</p> <p>CCSS ELA- Language L9-10.1.b</p> <p>CCSS ELA- Language L9-10.2</p> <p>CCSS ELA- Language L9-10.2-c</p> <p>CCSS ELA- Language L9-10.3</p> <p>CCSS ELA- Language L9-10.3.a</p> <p>CCSS ELA- Language L9-10.4</p> <p>CCSS ELA- Language L9-10.4.a</p> <p>CCSS ELA- Language L9-10.4.b</p> <p>CCSS ELA- Language L9-10.4.c</p> <p>CCSS ELA- Language L9-10.4.d</p> <p>CCSS ELA- Language L9-10.5.a</p> <p>CCSS ELA- Language L9-10.6</p>	<p>CCSS ELA- CCR for Reading 1-9</p> <p>CCSS ELA- Lit RL9-10.1</p> <p>CCSS ELA- Lit RL9-10.2</p> <p>CCSS ELA- Lit RL9-10.3</p> <p>CCSS ELA- Lit RL9-10.4</p> <p>CCSS ELA- Lit RL.9-10.5</p> <p>CCSS ELA- Lit RL.9-10.6</p> <p>CCSS ELA- Lit RL.9-10.7</p> <p>CCSS ELA- Lit RL.9-10.9</p> <p>CCSS ELA- Lit RL9-10.10</p> <p>CCSS ELA- CCRR for Lang 1-6</p> <p>CCSS ELA- Language L9-10.1</p> <p>CCSS ELA- Language L9-10.1.a</p> <p>CCSS ELA- Language L9-10.1.b</p> <p>CCSS ELA- Language L9-10.2</p> <p>CCSS ELA- Language L9-10.2-c</p> <p>CCSS ELA- Language L9-10.3</p> <p>CCSS ELA- Language L9-10.3.a</p> <p>CCSS ELA- Language L9-10.4</p> <p>CCSS ELA- Language L9-10.4.a</p> <p>CCSS ELA- Language L9-10.4.b</p> <p>CCSS ELA- Language L9-10.4.c</p> <p>CCSS ELA- Language L9-10.4.d</p> <p>CCSS ELA- Language L9-10.5.a</p> <p>CCSS ELA- Language L9-10.6</p>	<p>CCSS ELA- CCR for Reading 1-9</p> <p>CCSS ELA- Lit RL9-10.1</p> <p>CCSS ELA- Lit RL9-10.2</p> <p>CCSS ELA- Lit RL9-10.3</p> <p>CCSS ELA- Lit RL9-10.4</p> <p>CCSS ELA- Lit RL.9-10.5</p> <p>CCSS ELA- Lit RL.9-10.6</p> <p>CCSS ELA- Lit RL.9-10.7</p> <p>CCSS ELA- Lit RL.9-10.10</p> <p>CCSS ELA- CCRR for Lang 1-6</p> <p>CCSS ELA- Language L9-10.1.b</p> <p>CCSS ELA- Language L9-10.2</p> <p>CCSS ELA- Language L.9-10.3</p> <p>CCSS ELA- Language L9-10.3.a</p> <p>CCSS ELA- Language L9-10.4</p> <p>CCSS ELA- Language L9-10.4.a</p> <p>CCSS ELA- Language L9-10.4.c&d</p> <p>CCSS ELA- Language L9-10.5.a&b</p> <p>CCSS ELA- Language L.9-10.6</p>	<p>CCSS ELA- CCR for Reading 1-9</p> <p>CCSS ELA- Lit RL9-10.1</p> <p>CCSS ELA- Lit RL9-10.2</p> <p>CCSS ELA- Lit RL9-10.3</p> <p>CCSS ELA- Lit RL9-10.4</p> <p>CCSS ELA- Lit RL.9-10.5</p> <p>CCSS ELA- Lit RL.9-10.6</p> <p>CCSS ELA- Lit RL.9-10.9</p> <p>CCSS ELA- InfoTxt RI9-10.1</p> <p>CCSS ELA- InfoTxt RI9-10.2</p> <p>CCSS ELA- InfoTxt RI9-10.3</p> <p>CCSS ELA- InfoTxt RI9-10.4</p> <p>CCSS ELA- InfoTxt RI9-10.5</p> <p>CCSS ELA- InfoTxt RI9-10.6</p> <p>CCSS ELA- InfoTxt RI9-10.7</p> <p>CCSS ELA- InfoTxt RI9-10.10</p> <p>CCSS ELA- CCRR for Lang 1-6</p> <p>CCSS ELA- Language L9-10.1.a-b</p> <p>CCSS ELA- Language L9-10.2a-c</p> <p>CCSS ELA- Language L.9-10.3</p> <p>CCSS ELA- Language L9-10.3.a</p> <p>CCSS ELA- Language L9-10.4</p> <p>CCSS ELA- Language L9-10.4.a</p> <p>CCSS ELA- Language L9-10.5</p> <p>CCSS ELA- Language L.9-10.6</p>	



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Saddlebrook Preparatory School

<p style="text-align: center;">Integrated CCSS Writing Standards (List):</p> <p>*See Below for Links</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>	<p>CCSS ELA- Writing W9-10.1.a-e CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.9.a-b CCSS ELA- Writing W9-10.10 CCSS ELA- CCR for Writing 1-10</p>	
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> The Common Core State Standard expectations in grades 9-10, The K-12 English LA and Content Area Writing Standards The K-12 Reading Standards The K-12 Mathematics Standards The K-12 NGSSS Science & Social Studies Standards 				

